



Kentucky Adult Learner Initiative Working Group on Flexible Academic Programming

Statewide Policies

Context:

A. Kentucky Adult Learner Initiative

The goal of the Kentucky Adult Learner Initiative is to increase the educational attainment of Kentucky's adult population to Double the Numbers of college graduates by 2020. Kentucky's Double the Numbers plan calls for the adult college participation rate to increase from 3.6% to 4.5% in 2020. The main objectives of the Kentucky Adult Learner Initiative are to create a comprehensive policy framework at both the state and institutional levels to support adult learners, and encourage more adults and promote the importance of baccalaureate degrees among the working-age population through a marketing campaign and initiatives with employers.

http://cpe.ky.gov/policies/academicinit/adult_learner.htm

B. Examples of Statewide Policies Related to Flexible Academic Programming

(The following information can be found in *State Policies to Bring Adult Learning into Focus: A Companion Guide*. CAEL, 2008.

http://www.cael.org/pdf/State_Indicators_Policy_Guide.pdf)

- **Kentucky's GoHigher Initiative** has set a goal of 40 percent of GED completers transitioning to postsecondary learning.
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- **Alabama** has designed a seamless credit transfer system between two- and four-year institutions through its **Articulation and General Studies Program**.
- **California's Extended Opportunity Program and Services (EOPS)** and the **Cooperative Agencies Resources for Education (CARE)** program provide funding for institutions to assist low-income and educationally disadvantaged students with supportive services.

- **Connecticut's College Transition Initiative** funds partnerships between adult education and postsecondary institutions to ensure better alignment between adult education/ESL and postsecondary education and training.
- States like **Florida, North Carolina** and **Virginia** have model programs in place for articulation between higher education institutions.
- Through **Georgia's Certified Specialist Programs**, the state convenes groups of large employers to develop standardized statewide for-credit curricula and credentials in key demand sectors such as construction, manufacturing, warehousing and distribution, insurance, and customer services.
- **Massachusetts' Extended Care Career Ladder Initiative** combines financial resources from the state, employers, and community colleges to provide grants to help Certified Nursing Assistants train to become Licensed Practical Nurses.
- **North Carolina** established an articulation agreement in 1997 between the university system and community colleges that allows transfer of general education courses and pre-major courses up to 65 credit hours.
- **Ohio's Career-Technical Credit Transfer Initiative** stipulates that industry-based, career-technical coursework receives college credit for parallel courses by state-supported colleges and universities.
- **Oregon** funds developmental education and adult education at the same level as regular credit classes.
- **Oregon's Pathways to Advancement Initiative** helps Oregonians attain certificates or degrees that lead to high demand occupations and higher wages.
 - Intends to assure all community college apprenticeship courses are credit.
- **Pennsylvania's Job Ready PA** initiative is promoting the use of PLA at Pennsylvania colleges and universities, as well as the transfer of PLA credit among institutions.
- **Pennsylvania, Ohio and Mississippi** have all restructured their funding formulas to raise the reimbursement for community colleges that train large numbers of students in high-demand occupations and/or large numbers of part-time students.
- **Washington State's Integrated Basic Education and Skills Training program (I-BEST)** incorporates dual enrollment, in which ABE/ESL and

occupational instructors join efforts in the classroom, and in which the students earn credits toward certificates or degrees.

- **West Virginia Council for Community and Technical College Education** has created an Associate's of Applied Science (AAS) degree based on experiential practices and credit for prior learning. This degree articulates fully into the Regents' Bachelor of Arts degree, which is based on the same practices. West Virginia is also working on a policy for the conversion of non-credit activities to academic credit.